

UNITED STATES GOVERNMENT

Memorandum

TO : Chief, Headquarters Training

DATE: 28 December 1965

FROM :



25X1A9a

SUBJECT: Clandestine Services Records and Name Check Coverage

1. The following report is submitted as requested by the Chief, Headquarters Training on 3 December 1965.

Operations Support

3 $\frac{1}{2}$ hours on CS Records and Station Procedures
3 $\frac{3}{4}$ hours on Name Checks - Personal Record Questionnaire
1 $\frac{1}{2}$ hours on RI Functions

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2. There is heavy stress placed on records procedures from the first day in the Operations Support Course. The proper handling of code designations (cryptos - pseudos - aliases) as a security factor, sterilization mechanism, and records keeping process begins with the initial briefing on written work in the course and continues through the Ops Support problem (planning and implementing the personal meetings and contact reporting). An extra hour has been added in this course to the CS Records coverage to include the Station Procedures material.

3. Consideration of indexing, maintenance of subject files, project and agent records and files continues throughout the course, culminating in the cable procedures bloc which has grown to approximately one and one-half days due primarily to the additional instruction needed on the records processing of cable material. This is true of both Admin and Ops Support courses.

4. CS Records Procedures, Station Procedures, and Name Checks material is designed in this course to stress what will be found in the field and what can be done to bring the Station in line with Headquarters. Naturally this is tied in with what happens at Headquarters since an appreciation of the inter-dependence of the Field Station and Headquarters is imperative to an understanding of the "why" of many of the procedures.

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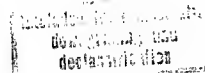
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5. The Name Check lecture stresses the performance of this task in the field -- in some ways a more simplified procedure compared to the number of possible sources to be checked at Headquarters. Discussion of the PRQ underlines the responsibility of the field officer in providing Headquarters with adequate and accurate information.

6. RI Functions in Ops Support is not significantly different from that presented in Admin Procedures except that the stress is on how material should be prepared in the field and what happens to the pouch material when it comes back to Headquarters.

7. Ideally students should have Admin Procedures early in their CS career - followed by the Headquarters Name Check course - if name checking is one of their tasks at Headquarters. If this were followed by Ops Support upon assignment to a field station, the station would be getting a knowledgeable and well-rounded individual. However, not to belabor the obvious, we all know that the Clandestine Services for any number of valid, and sometimes invalid, reasons assigns individuals to whichever course is running (Admin or Ops) when the field assignment is made.

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Administrative Procedures

2½ hours on CS Records
2 hours on Name Checks
1 3/4 hours on RI Functions (Mayo)

8. CS Records coverage (project and agent records and files) is primarily from the point of view of the Operating Division. Name Check material is broad but does provide a basis for performing this task at the desk level. Admin Procedures should be a pre-requisite for the Name Check Course.

9. The RI Functions presentation is designed to pull together the services and procedures provided by Records Integration to Headquarters components.

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CS Name Checks Course

10. Comments on this course have been made in the audit report - a copy of which is attached for your convenience.

11. To my way of thinking the course opens a Pandora's Box with solutions to the recognized problems remaining open-ended. Two things probably occur as a result: Either the individual responsible for name traces will ignore most of the newly identified sources or the more conscientious type will spend too much time in an exhaustive search.

12. An OTR-produced source list would provide these individuals at least with a frame of reference for discussion with and guidance from the desk to determine what the desk desires. The decision as to the depth of the check should be recognized as the responsibility of the desk officer.

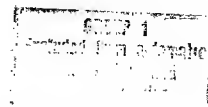
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Chief of Station Course

13. Files and Records to most individuals at this level is usually a subject to be avoided at all costs. In the majority of cases it is suspicion of the bothersome, the incomprehensible, the unknown.

14. Once the COS or COB appreciates that an improved operational structure can be achieved as well as a significant gain in efficiency and economy of time, he becomes receptive to the idea of coping with his records problems at the Station.

15. As you know, the most recent COS Course devoted fifty minutes to the subject of records versus the previous hour and a half to two hours. The shortened time proved inadequate and the Chief Instructor stated that future COS schedules will provide additional time. Two hours, however, should be the maximum.



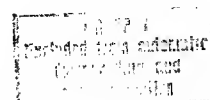
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CT Support Course

16. Individuals in this course are anxious and eager to learn everything possible. Records coverage is minimal and certainly does nothing more than to introduce the fact that the Field Stations do have problems. As a management exercise, the Registry Problem has merit. However, if these students found themselves at an overseas post within minutes of the lecture, there would be precious little that they could contribute in the substantive handling of records. Is the latter an objective in the training of the CT's?

17. The students in the last CT Support Course seemed to lack knowledge of the structure, functions, and responsibilities of a Station. This limited discussion of the Registry Problem.

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General

18. Carrying on at great length on these subjects - to any audience at any level - is not only boring but defeating and results in a reinforcement of the classical attitude that the whole business is a nuisance, too time consuming, and hopelessly complicated.

19. Our material must present a positive approach and provide some tools to make the accomplishment of the task more efficient and palatable. If we wish to be taken seriously, it is important not to give the impression that we are so enamored with the subject that we have excluded in our thinking the fact that there are other activities which the student must also undertake in his normal day's work.



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Attachment:
Audit Report